DOCUMENT RESUME

ED 372 007 SO 024 070

TITLE	Auschwitz: If You Cried, You Died. Teacher's Guide to the Video Program.
INSTITUTION	Moore Foundation, Indianapolis, IN.
PUB DATE	94
NOTE	25p.
AVAILABLE FROM	Impact America Foundation, Inc., 9100 Keystone Crossing, Suite 390, Indianapolis, IN 46240-2158 (video and teacher's guide, $10).
PUB TYPE	Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Bias; Contracts; *Discussion (Teaching Technique); European History; Foreign Countries; Learning Activities; Role Playing; Secondary Education; Teaching Guides; Videotape Recordings; Violence; *World War II
IDENTIFIERS	*Auschwitz; Holocaust; *Survivors of Nazi Persecution

ABSTRACT

Designed to accompany a videotape chronicling the journey of two Holocaust survivors as they revisit the site of the concentration camp at Auschwitz (Poland), the guide provides questions, exercises, and suggestions for further activities. The guide begins with a description of how to present the 28-minute videotape "Auschwitz: If You Cried, You Died" and the discussion following the video. A worksheet follows with questions to answer before viewing the video. A summary of the Holocaust precedes a discussion of themes, questions, and answers that might be explored after viewing the video. Eleven questions deal with issues of prejudice and violence. Five role play situations precede suggested school projects. A contract for a personal commitment against prejudice provides an example of ways individuals can prevent prejudice. A list of 12 subjects give ideas for visiting speakers or student reports. Nine suggested activities for different courses precede summary articles on how Mike Vogel survived the concentration camp and the events that brought him to the United States. (CK)

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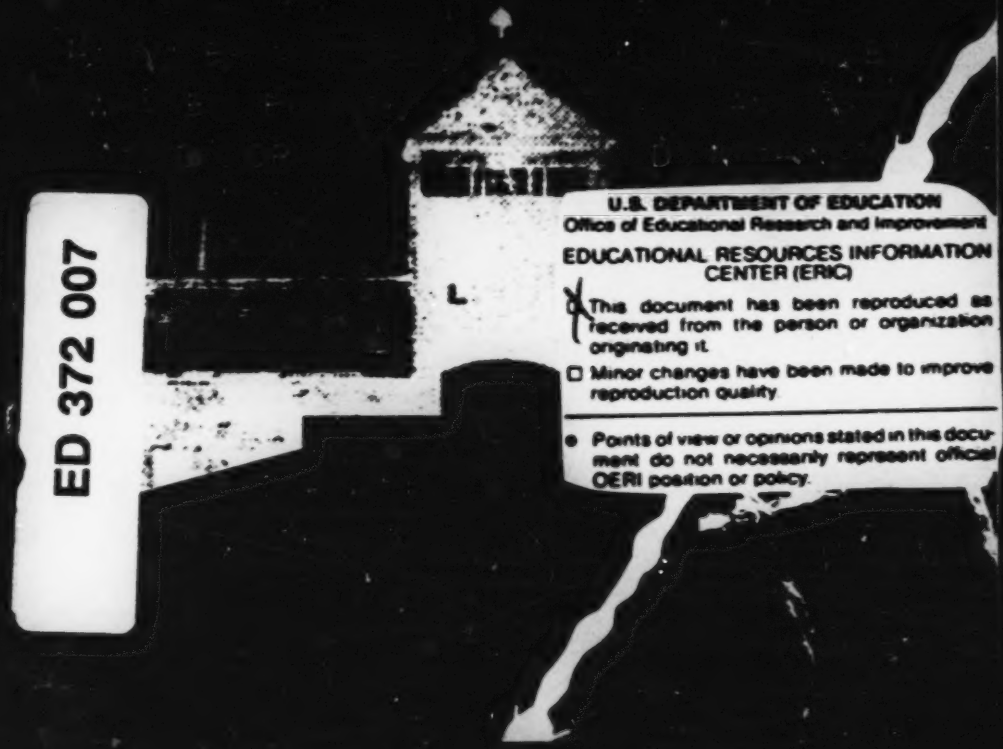

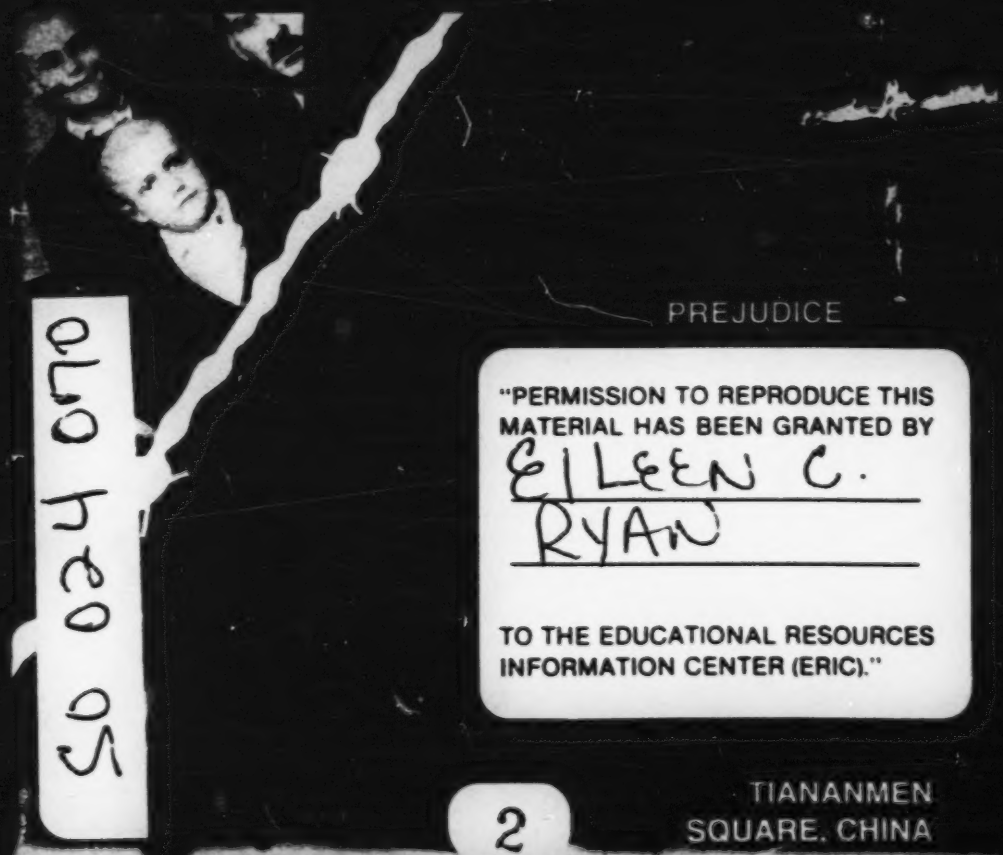

PREJUDICE

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Teacher's Guide

This program is about prejudice, government, leadership, apathy, family, feelings. It documents truths in history, shows how the past impacts the present, and alerts us to the necessity to learn from history to help protect our future.

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Getting Started

1. Duplicate the worksheet enclosed with the tape. (A copy of the worksheet is also found on p. 2 of the Teacher's Guide.)
2. Hand out worksheet to the class and ask students to only answer the first two questions.
3. Take no more than three minutes to discuss the first two questions. You might ask for hands as to who has ever heard of the Holocaust and whether anyone has heard of it being a hoax or greatly exaggerated.
4. Show the video.
5. At the conclusion of the video, ask students to spend three or four minutes completing the worksheet. State that it is important to complete the worksheet and hand it in for credit.
6. Collect the worksheets and ask the students, in the time remaining, what they think of the Holocaust now. What did they learn from the tape? How can they apply these events to other situations.
7. The Teacher's Guide has two question sections:
   - Questions that <u>are</u> in a gray shaded box specifically deal with the film
   - Questions that <u>are not</u> in a gray shaded box deal with issues of prejudice and violence.

Additional Suggestions

1. Have someone (or yourself) read the summary of the Holocaust on p. 4 & 5.
2. Consider role playing as a technique. Role playing activities are found on p. 13.
3. Consider duplicating the "Personal Commitment Against Prejudice" statement on p. 15 and using that as a means of getting positive commitment from your students.
4. Pages 2 and 3 are designed as a horizontal hand out sheet for students that can easily be duplicated and enlarged to 8 1/2 x 11.

Name_____Date_____Class_____

AUSCHWITZ: IF YOU CRIED, YOU DIED

A. Please answer these two basic questions <u>BEFORE</u> viewing the video.

1. What do you know and what have you heard about the historical event called the Holocaust? What was it?

_____

_____

_____

_____

_____

2. Have you ever heard that the Holocaust was an exaggeration or that it never happened at all? Please explain any thoughts, comments, etc. that you have heard.

_____

_____

_____

_____

_____

B. Please answer the following questions <u>AFTER</u> viewing the video.

3. What is you reaction to what happened to Mike Vogel, age 16, and David Mandel, age 14, when they were taken to Auschwitz?

4. What does this video have to say to us today? Do you agree with the statement in the film, "Such things happen - not so much because of what bad people do - but because good people stand by and do nothing"?

5. What can we do as individuals to prevent racial prejudice?

Summary of the Holocaust

For 12 years, from 1933 to 1945, Adolph Hitler led the Nazi political party in their goals to conquer the world, to establish the German "Master Race," and to rid the world of undesirable minorities including Jews.

In Germany's economic depression following World War I, Hitler's speeches and promises excited people, particularly young people, and he began enlisting members to the National Socialist (Nazi) Party. He promised them jobs, a better life, a stronger country and personal superiority, and invited them to help achieve these goals. After seizing power in Germany in 1933, the Nazis eliminated other political parties and the democratic form of government. They changed laws, taking away individual rights and freedom of speech, and systematically attacking the rights, property and persons of German Jews.

Hitler established youth camps where children and teens were indoctrinated to unquestioning loyalty to Nazism and to Hitler, and taught to report any opposition to the party, even if by their parents. The Nazi movement was followed enthusiastically by thousands of Germans, initially because of the economic success Hitler inspired and, later, because those who were opposed to it invited death.

As the Nazis invaded and annexed other countries to the German regime, they built more than a dozen concentration camps and hundreds of smaller labor camps and prison centers. Here, presumed opponents of the regime were imprisoned for months, even years. Later, during World War II, the Nazis redesigned camps and established new ones for the destruction of Jews. Auschwitz was one of the larger camps which contained gas chambers and, eventually, crematoria - huge ovens designed to burn, or cremate, hundreds of bodies at once.

Following each invasion, trucks and sealed railroad cattle-cars loaded with Jewish people and political enemies were shipped to secret destinations. A number of Germans and citizens of the invaded countries tried to protect Jews by hiding them in their homes. Those discovered to be harboring a Jew were shot in public or sent to concentration camps as prisoners.

For a long time, very few individuals outside the camps knew where the Jews were taken or what happened at the camps, for all was shrouded in secrecy. Those who did know were aware of gas chambers, the torture and the sickness. They also knew that each human corpse was worth money as fertilizer or glue. For several years, Jewish bodies were harvested for their "yield," like swine carcasses in a slaughterhouse. The human dignity of responsible people...carnaged by prejudice of the "Master Race."

As the war escalated the influx of Jews, crematoria were installed to dispose of bodies more quickly. Mass murders of several thousand Jews took place every day. Some Jews managed to escape. Others managed to survive. But by the end of the war, the Nazis had ruthlessly murdered two-thirds of all European Jews. Over six million people of the Jewish faith and other imprisoned people were killed outside the lines of battle by the Nazis.

After the war, when the War Crime Trials were held by the International Military Tribunal, the top Nazi leaders pleaded "not guilty," saying they were simply following Hitler's orders. Many were found guilty and executed. Many others who had collaborated with the Nazi regime, however, went unpunished and are tracked down even today.

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Introductory Theme

Do you think people are equal? Obviously the answer is NO. Because individual qualities such as being more athletic, taller/shorter, better looking and smarter differentiate one person from another.

Perhaps, a better question is: does everyone deserve equal opportunity to have the same chance toward a positive, creative and useful life?

Of course, the answer is YES, and this is achieved by giving people equal opportunities. Does anyone have the right to put down and make fun of others because they are different?

Questions for Discussion

(To assist your discussion, possible answers are listed under each question.)

THESE QUESTIONS DEAL WITH THE FILM

1. **What caused the Holocaust?**
   - Prejudice against Jews and others
   - Mass hysteria, or "group think" in rallying to Hitler's speeches without learning more about him and weighing the facts
   - Apathy of good people to stop prejudice and terrorism when they could (Define "apathy"- -indifference, lack of interest.)
   - The Nazis' feelings of superiority, their greed and quest for power; desire to be a part of the "Master Race"
   - The taking away of rights, including freedom of speech, press and radio
   - Apathy of national leaders in other countries that could have stopped Nazi aggression in the early years
   - Disbelief and inaction of individuals and of nations when reliable sources reported mass murder was planned and was taking place under Nazi cover
   - Hitler's unchecked, self-serving dictatorship

2. **Now that you have seen the video, how would you define the Holocaust?**

The word "holocaust" means "destruction by fire." More specifically, it refers to the mass murder of Jews, gypsies, Poles and others at the hands of the Nazis, by means of firing squads and gas chambers, usually followed by cremation of hundreds of bodies at a time. The crematoria burned bodies both night and day.

3. **Why are Holocaust survivors so concerned about the fact that some people are saying the Holocaust didn't exist?**

- If people don't know the truth about how and why the Holocaust happened, they won't know how to prevent it from happening in the future.

- Those who say the Holocaust didn't exist may have heard this from Germans who did not know the facts at the time, since the facts were so guarded, or they may be trying to erase the guilt of people who followed along. Knowingly or unknowingly, they could be paving the way for future prejudice to survive.

- There is always danger when truth is denied or hidden from the public.

4. **Is it wrong to have human subjects for scientific experiments or does it depend on the circumstances?**

- The Nazis forced often fatal experiments in concentration camps in World War II.
- Voluntary experiments have been done on prisoners in the United States in exchange for potential earlier parole.

Discuss the concept of "scapegoating" as used by Hitler, and by others in less extreme situations.

5. **Why do you think Hitler particularly targeted young people as his followers?**

He may have felt they were more susceptible to his ideology because many of them lacked experience to understand the wrongs of his beliefs or to know how to stop his plans. He captured their interest by offering them action and excitement. Then he trained them carefully so they would grow into the robotic followers and spies he needed to gain and hold power.

6. **Why is the Chinese teenager defying the tanks in Tiananmen Square?**

- He was tired of an unfair government
- Wanted to look like a hero to his friends
- Courageous

7. **Why was the Chinese government so nervous that this one teenager could stop a whole line of tanks?**

- It demonstrates that one person in the right place at the right time can have tremendous national impact and influence.

8. **ARBEIT MACHT FREI - (Work Makes You Free) - Why did the Nazis have this at the entrance to Auschwitz?**

The Nazis cleverly designed this sign to give the prisoners the idea that:

- It was a work camp not a death camp
- If they worked hard they could perhaps gain benefits such as more food or clothing or even freedom
- Since the German nation had a history of a very strong work ethic perhaps prisoners believed they would be liked or respected more if they worked harder.

Mike Vogel's comments regarding this phrase:
He said, "when we walked into Auschwitz as naive kids and saw the sign, ARBEIT MACHT FREI, we thought if we worked hard they would treat us right and decent. After a few weeks though, we thought the sign should have read, ARBEIT MACHT FREI - KREMATORIUM DREI translated to work makes you free, but you end up in crematorium #3." Mike and the others realized the true purpose of Auschwitz - extermination!

9. What feelings did you experience during various sections of the film?

A. Listening to Mike Vogel's children.

1. Sympathy
2. Understanding their father's pain

B. Actually seeing the remains of Auschwitz Concentration Camp.

1. Cold
2. Incomprehensible
3. Pain/Loss
4. Disbelief

C. When Mike discussed the fate of his father.

1. Grief
2. Senseless Loss
3. Emptiness

10. If you were the child of a survivor, would you view prejudice differently than other children?
Yes.

1. You would be more aware of the signs of prejudice and strive to prevent it.
2. Less judgmental toward others.

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THESE QUESTIONS DEAL WITH ISSUES OF PREJUDICE AND VIOLENCE.

1. What is prejudice?

Prejudice is unwarranted or preconceived dislike. We should take care not to label or judge a group by actions of one or a few. We must avoid labeling, and beware of using the word **"THEY"**.

2. What can we do as individuals to prevent racial prejudice?

- Respect and protect the rights of the individual (Bill of Rights).
- Respect our laws and work to improve them. Laws are created to protect individuals from theft, assault, threats, terrorism, murder, vandalism, auto accidents, etc.
- Do not be apathetic to wrongs towards others.
- Act to stop prejudice and injustice, and help protect others from becoming victims.
- Work to educate others against prejudice.
- Examine the ideals, goals and past actions of leaders before electing or choosing to follow them, and choose wise and moral leaders.
- Thoroughly investigate the ideals, goals and actions of any organization before joining it.
- Guard against an attitude of superiority or intimidation of others.
- Respect individual differences.

3. Has anything similar to the Holocaust ever happened?
(This could be a practical library assignment as specific homework or extra credit.)

Mass murders occurred in battles with the American Indians, such as "The Trail of Tears" and "Wounded Knee," and in various wars and battles throughout history...such as Kampuchea, Kurdistan, pogroms in Russia and more current events in Iraq, Iran (the Kurds) and Turkey, etc.

4. **What are some of the effects people experience when they are discriminated against?** *(Define "discrimination" - an act based upon prejudice.)*

sadness	despair
hopelessness	depression
lack of self-esteem	anger
desire for revenge	apathy

5. **What causes some people to accept cruelty and prejudice as a way of life?**

People who have lived with cruelty and prejudice are more likely to be cruel or prejudiced or to accept those conditions because they're used to them. It is often easier to go along with things the way they are than it is to have the courage to change.

Some people think they have to put others down in order to build themselves up. Some secretly like to see others suffer. These people often lack self-esteem and don't understand how to work with others constructively so everyone can benefit. We can put a halt to prejudice, cruelty and apathy by being a leader and denouncing these kinds of activities.

6. **Give examples of group-supported prejudice and cruelty in our country today.**

- The Ku Klux Klan and other white supremacy groups
- Nazis (There is a new growth of Nazism in America today, including a following by some organized gangs.)
- Black Supremacists (often in gangs)
- Gang warfare of any kind
- Any group that vandalizes, steals or hurts people in any way
- Students who support their team to the point that they go to a rival campus to start fights and vandalize

7. **Without using names, write a list of examples you personally have seen of prejudice and cruelty. Then think what you might do next time to prevent them.**

   (This can be a take-home assignment, or starting point for an essay on the subject of how we can help eliminate prejudice and cruelty witnessed in our daily lives.)

   Remind the students that prejudice and cruelty can be psychological/emotional as well as physical.

8. **Why is the break-up of Yugoslavia so important for us today?**

   - Yugoslavia broke up into six basic regions: Serbia, Croatia, Bosnia-Hercegovina, Montenegro, Slovenia and Macedonia.
   - It seems there is a total breakdown of acceptance and respect between these various new republics.
   - The cruelty of some of these ethnic areas toward each other have created instances of mass murder not seen on such a scale in Europe since World War II.
   - To further complicate matters there is often considerable religious strife between the Moslems and the Christians in those areas.
   - Many feel that the role of the United States and the United Nations is crucial to the positive outcome of this conflict. Whatever occurs with the U.S. and the U.N. in this situation could set a precedent for action in the 21st Century.
   - "Those who do not learn from the past are doomed to repeat it." This quote by George Santayana in *Life of Reason*, Vol. 1, explains why you must be knowledgeable about the Holocaust.

9. **Is the gang violence of today equal to the horror of the Holocaust?** (This question has yes and no answers.)

- YES, in that it shows little respect for human life
- YES, it destroys the family unit and the concept of responsible action
- YES, as it shows a lack of respect for individualism

- NO, not really the Holocaust was a mass scientifically planned extermination program.

Street violence is terribly irresponsible action maiming and murdering people at random.

10. Do you agree with this statement?

Not making a decision concerning a specific issue is in itself a decision.

11. How do you feel when you view an act of prejudice?

1. Uneasy
2. Disillusioned
3. Shocked/Sheltered
4. Overwhelmed

Suggested Situations for Role Play

Encourage the audience to participate with additional ideas.

(The following vignettes may be performed for the class and for other groups as well. They may be improvisations or may be scripted. Students may wish to videotape them to show to others.)

A. In a conversation with two friends, a teen learns his/her friends are prejudiced against a fourth person and plans a cruel, physical or emotional deed. The teen discourages the action by causing the others to think about the effects of their action.

B. Two teens jeer a third for not drinking alcohol. The third defends his/her stand. (In another role play, a fourth person might step in to defend that person.)

C. A young man learns his girlfriend's parents are out of town, and he wants to spend the night. He tries to intimidate her by saying she doesn't love him. She upholds her decision.

D. Two friends ask another to join their organization. A third person investigates to learn more about the organization, its activities and purposes.

E. A teen starts a conversation with someone who is often the victim of discrimination, or ridicule, and helps boost the other's self-esteem.

Suggested School Projects

Consider ways to start an anti-discriminatory peer counseling group. Students could be trained to talk with and to help their peers, and those who feel put down by others could come to the student counselors for advice. Adults would be available to help as needed. Locate survivors of the Holocaust in your area and make a videotape of their experiences.

PERSONAL COMMITMENT AGAINST PREJUDICE

I believe in the equality of mankind and in the equal rights of every individual.

I believe it is wrong to be prejudiced or cruel, physically or emotionally, to any person or group of people.

I will not intimidate, be cruel or act superior to others.

I will honor and support the equal rights of everyone.

I will look deep into myself to see that I uphold this promise in every way.

I will work to educate others that they will not be prejudiced or cruel.

I will act to stop prejudice and cruelty every time I am aware that it is happening or is about to happen.

I have the courage to take this stand.

Signature

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Subjects for Visiting Speakers or for Student Reports

The Growth of Nazism in Germany During Hitler's Era

Heroic Rescue Efforts to Save the Jews
(such as Ira Hirshman and the War Refugee Board of the U.S.A., Raul Wallenberg of Sweden, the Red Cross, the Pioneering Zionist Youth Movement in Hungary, and other group or individual actions.)

The Growth of Nazism in the United States Today

The Growth of White Supremacy in the United States Today

The Growth of Black Supremacy in the United States Today

Accounts of the Holocaust in the Concentration Camps

The Effects of Prejudice on Blacks in the United States . . . on Hispanics, Native Americans, Asians, the Handicapped, or Other Individuals

The Long-Range Effects of Child Abuse

Effects of Physical and Mental Abuse in Marriage

How Lack of Self-Esteem Can Affect Lives

Cruelties and Prejudices by Some Street Gangs

Post-Traumatic Stress Disorder (PTSD)

Suggested Activities for Different Courses

Art

- Make posters containing all or parts of the "Personal Commitment Against Prejudice"
- Draw or paint your interpretations of the feelings the promoter of prejudice might have, and of feelings the victim of prejudice might have.
- In your own style, portray the feelings of the Holocaust.

Economics

- Study the economic status of Germany after World War I and financial issues which may have contributed to Hitler's rise to power, including reparations, depression, effects of war on GNP, etc.

English, Creative Writing

- Write a paragraph or essay on one or more of the quotes from the video that especially touched or intrigued you, for example:

  "If we can be cruel to one, we are capable of being cruel to many." "It is a very short road from prejudice to the gates of Auschwitz." "What makes people so inhumane to their fellow men?"

  "Why were people so indifferent? They didn't seem to care."

For English classes, students might relate their remarks to the video and to major works they have studied that emphasize themes of prejudice, such as *Heart of Darkness, Night, Bury My Heart at Wounded Knee, Invisible Man, Go Tell It on the Mountain, or Diary of Anne Frank.*

- Write an essay using one of the "Questions for Discussion" as the subject.
- Write a script (and produce a video) around one of the role-play vignettes.
- Write a journal in which you note all the prejudices you observe in one week's time. Also, note what you did about them and what you might do in the future to help prevent or lessen them.
- Identify key vocabulary words in the video and "Brief History of the Holocaust," such as *holocaust, crematoria, prejudice, documentary, emigration, carcasses, concentration camps.* Define these words and find their root word origins.

Family Living, Skills for Living, Interpersonal Relations

- Discuss issues of destruction of the family among the survivors of the Holocaust.
- Discuss the grief and loss process. (Cite Kubler-Ross.) Refer to the "Role Play" section in this guide.

Geography

- Locate on the map the sites of Nazi death camps, and note the countries involved.
- Discuss Hitler's motives for locating death camps in countries other than Germany.
- Find map sites of other places where genocide has occurred (e.g., "Killing fields" of Kampuchea; plains of the American West; pogroms in Russia; Kurdish provinces in Turkey, Iraq, Iran...)

German

- Discuss specific slogans and language Hitler used.
- Research the impact of the Holocaust on German culture and history.
- Research united Germany's place in the world today.

History

Connections are obvious for sequential or thematic approaches for history and social studies classes, including U.S., World, European, German and Russian histories or a Western Civilization course of study.

Philosophy, Critical Thinking, Religion

- Connect the Holocaust with its antecedents and after effects in philosophical thought, such as Nietzsche, existentialists, humanism, etc.
- Study Nazism as a philosophy.
- Compare and contrast Judaism with other major religions.
- Explore the effects of the Holocaust on the Jewish faith.

Psychology, Sociology

Numerous tie-ins are possible with concepts such as Stanley Milgram's experiments on obedience to authority, Post-Traumatic Stress Disorder among victims, defense mechanisms and cognitive dissonance possible among German citizens of the time, the Kitty Genovese murder case of 1964 and accompanying issues of diffusion of responsibility, etc.

How Did Mike Vogel Survive?

From my homeland, the Czechoslovakian Nazis packed us into cattle cars heading for Auschwitz in the summer of 1942. When we arrived, we were beaten off the train, our clothing taken away, and we were shaven in all parts of our body. A number was tattooed on my left forearm - my number is 65316! We were assigned to slave labor.

After surviving 90 days, while working at an ammunition factory, I was assigned to the railroad ramp. Here we were forced to assist the Nazis in the unloading of all the incoming Jews from every Nazi-occupied country. I had to try out for this new assignment by running and carrying luggage under each arm! The Nazis would run behind us with whips to make us run faster. The fastest runners got the jobs.

Our main task was to help the Nazis line up the Jews in rows of five. Of course we were beaten brutally if we didn't follow the Nazis' command. Once this was completed, the Nazi officers would make the selections, as to who would die now and who would die later. When the railroad ramp was clear of all the Jews and other minorities, we would start working with the belongings that the victims brought with them.

We sorted all clothing and valuables and took it to the large warehouses where all these articles were shipped to Germany There was food among the belongings of the newly assigned prisoners, and I survived by eating as much as I could on the run, as we carried the bags to warehouses. Many of my friends who had the same jobs, were beaten to death for eating. However, I was one of the lucky ones. I lived through Auschwitz. I asked myself many times - when so many others died, why did I survive?

The Road To America

In late 1944, there began a hurried attempt to transfer those prisoners still alive at Auschwitz away from the oncoming Russian armies. The Nazis didn't want the Allies to know of the extermination camps. At that time I was moved to another camp called Landsberg. It was also a camp for slave labor. By March of 1945, the Germans moved the remaining prisoners again, marching them toward the Tyrolian Mountains. This was called "The Death March" due to the deaths of so many prisoners.

The march continued toward Austria. The Germans ended up with more trouble than just prisoners. The sky filled with American Air Force Bombers! The caravans hit the ground for cover during this air attack.Amidst all of the confusion, I ran, with 2 other boys to the woods and successfully escaped.

After 2 weeks, I was picked up by the U.S. Armored 774 Tank Batallion. I stayed with them until September 1945. They were being shipped to France.

A very kind man named Captain Yogerling who was an attorney in his civilian life took me to the American Army Camp Home Run. I stayed there until the Army and Red Cross located my Aunt, who had left Austria for the U.S. in 1939 before the war. This gave me a contact in the United States, so in 1946 I moved to Detroit, Michigan to live with my Aunt.

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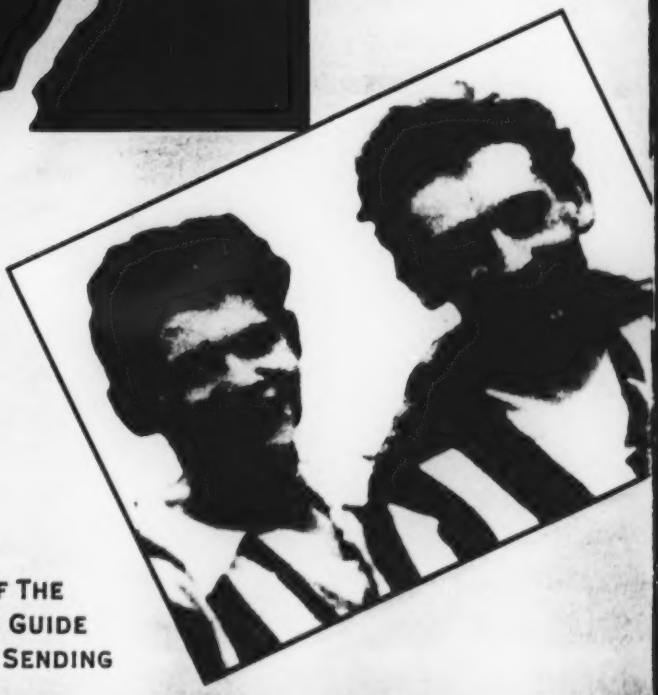

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